

INR 4931: International Human Rights

University of Florida – Spring 2021

MWF 11:45am-12:35pm

Hybrid

Dr. Annie Watson

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Virtual Office Hours: Wednesdays 2-3:30pm (and/or by appointment)

Office Hours Link: Provided on Canvas

Course Description and Objectives

The aim of this class is to provide you with a greater understanding of the concept of human rights, including their importance in international politics and the various means by which these rights might be either violated or protected. Further, we will discuss many of the methods used to study and evaluate respect for human rights cross-nationally. As such, by the end of this course, you will:

- Have a strong grasp on the various definitions of human rights, including comparisons between universal and culturally contingent perspectives, as well as the ability to clearly express and justify your preferred definition of human rights and explain its implications.
- Have gained a general understanding of many of the sources of human rights violations, as well as the many ways in which human rights may be violated and the cross-national extent of the problem of human rights violations.
- Be able to list and discuss several types of efforts aimed at improving respect for human rights, including the efforts associated with international law, powerful states, and nongovernmental organizations.
- Be capable of understanding and participating in the public debate over the many issues discussed in this class.
- Advocate for changes in response to human rights issues through a variety of media.

Required Readings

All required readings will be shared with you on Canvas. Please do not distribute these materials to people beyond this class.

Course Requirements and Evaluation

Term Project (40 points, in pieces)

This semester, you'll not only be learning about human rights around the world, you'll also be learning about failures to respect human rights that are close to where you live and advocating for change. In teams of 3, you'll pick one local human rights issue to focus on. Throughout the

term, you'll then work together to produce four pieces of content advocating for a specific change in the public response to your issue: a **flyer or infographic** to share, a **blog post** to expound on the infographic, a **letter** to be sent to a relevant official, and a **podcast** geared to a wide audience. Each assignment will have an idea stage, a draft stage, and the final product. We will talk more about group member roles, responsibilities, and assessment in class.

The due dates for each assignment are listed below. Unless noted otherwise, each is due at the beginning of class on the day they are assigned.

- Infographic
 - January 22: Idea Stage
 - January 29: Draft Stage
 - February 5: Final Product
- Blog Post
 - February 12: Idea Stage
 - February 19: Draft Stage
 - March 5: Final Product
- Letter
 - March 12: Idea Stage
 - March 19: Draft Stage
 - April 2: Final Product
- Podcast
 - April 9: Idea Stage
 - April 16: Draft Stage
 - April 30 (by 9:30am): Final Product

Perusall (1 point each for 20 points)

Over the course of the semester, 22 of our readings will be uploaded to Perusall. For full credit, you must engage with at least 20 of these readings within the app. For the purposes of this assignment, engagement requires making at least 3 meaningful contributions on each reading, where at least 1 of those contributions is made in response to someone else.

Quizzes (5 points each for 30 points)

Every other week throughout the semester (on Mondays, starting January 25), we will have a timed, multiple choice quiz to check your comprehension of the readings and the lecture material. While you may refer to your notes for these quizzes, it is strongly recommended that you prepare for them in advance; the time limit will not allow for a first readthrough of the material. Each quiz will consist of 10 questions and have a 30-minute time limit. Your lowest score will be dropped.

Attendance and Participation (5 points each for 10 points)

This semester, we'll all be attending class virtually and synchronously, through Zoom meetings set up in Canvas. (Details about the technology support available to you are included at the end of this document.)

As in a face-to-face course, attendance and participation are a necessary condition for satisfactory achievement in this class. The best way for you to learn is to engage with the material and to debate and discuss it at length with your peers. Thus, excellence in participation means more than just talking a lot in class; rather, it requires that your participation be high in both quality and quantity.

Each student gets one unexcused absence (for any reason). Additional unexcused absences will result in a 0 for attendance and participation for that day. Missing more than half of the classes for unexcused reasons will result in a failing grade. (Excused absences will be assigned according to university policy.)

Grading Scale

Grades are constructed to reflect university standards and are summarized below. Grades will be based on how many points you earn according to the following distribution:

A	94-100 points
A-	90-93 points
B+	87-89 points
B	84-86 points
B-	80-83 points
C+	77-79 points
C	74-76 points
C-	70-73 points
D+	67-69 points
D	64-66 points
D-	61-63 points
F	Fewer than 61 points

Preliminary Course Schedule

Unless noted otherwise, assignments should be handed in at the beginning of the class period they are due. I may make changes to the reading to reflect new publications or current events; these changes will be shared with you in class and/or through Canvas e-mails.

*Readings marked with a * are also Perusall assignments.*

Week 1: Introductions and Expectations

January 11: Introductions and Expectations

- Syllabus

January 13: What are human rights?

- Dembour, Marie-Bénédicte. 2010. "What are Human Rights? Four Schools of Thought." *Human Rights Quarterly* 32(1): 1-20.

January 15: Universalism and Relativism

- Universal Declaration on Human Rights (UDHR)
- Donnelly, Jack. 1984. "Cultural Relativism and Universal Human Rights." *Human Rights Quarterly* 6(4): 400-419.

Week 2: Measuring and Studying Human Rights

January 18: NO CLASS (MARTIN LUTHER KING, JR. DAY)

January 20: International Law

- Hafner-Burton, Emilie. 2012. "International Regimes for Human Rights." *Annual Review of Political Science* 15: 265-286.*

January 22: Measuring Human Rights

- Landman, Todd. 2014. "Measuring Human Rights: Principle, Practice, and Policy." *Human Rights Quarterly* 26:906-931.*

Due: Infographic idea

Week 3: Documentary

January 25: *E-Team*

- Human Rights Watch report (TBD)

Due: Quiz 1

January 27: *E-Team*

January 29: *E-Team* Discussion

Due: Infographic draft

Week 4: Civil and Political Rights

February 1: CPRs Overview

- International Covenant on Civil and Political Rights (ICCPR)
- TBD

February 3: Freedom of Expression

- Howie, Emily. 2018. "Protecting the human right to freedom of expression in international law." *International Journal of Speech-Language Pathology* 20: 12-15.*
- Kelion, Leo. 2020. "EU reveals plan to regulate Big Tech." *BBC* (December 15). <https://www.bbc.com/news/technology-55318225>

February 5: Right to Participate

- Venezuela packet on Canvas

Due: Infographic final

Week 5: Physical Integrity Rights

February 8: PIRs Overview

- Covenant Against Torture and All forms of Ill-Treatment (CAT)
- Cingranelli, David L. and David L. Richards. 1999. "Measuring the Level, Pattern, and Sequence of Government Respect for Physical Integrity Rights." *International Studies Quarterly* 43: 407-417.*

Due: Quiz 2

February 10: Torture

- Schultz, William F., ed. 2007. *The Phenomenon of Torture. Readings and Commentary*. Philadelphia: University of Philadelphia Press. (Selections)*
- Prokop, Andrew. 2014. "The huge new Senate report on CIA torture, explained." *Vox* (December 9). <https://www.vox.com/2014/12/9/7339753/senate-torture-report>

February 12: Tick, Tick, Boom

Due: Blog post idea

Week 6: Economic Rights

February 15: ESRs Overview

- International Covenant on Economic, Social, and Cultural Rights (ICESCR)
- Felice, William F. 2010. "Economic and Social Rights." In *Oxford Encyclopedia of International Studies*. *

February 17: Adequate Standard of Living

- Goodhart, Michael. 2007. "'None So Poor That He Is Compelled to Sell Himself': Democracy, Subsistence, and Basic Income." In *Economic Rights: Conceptual, Measurement, and Policy Issues*, eds. Shareen Hertel and Lanse Minkler. (pgs. 94-114)*

- Henley, Jon. 2019. “‘It’s a miracle’: Helsinki’s radical solution to homelessness.” *The Guardian* (June 3). <https://www.theguardian.com/cities/2019/jun/03/its-a-miracle-helsinki-radical-solution-to-homelessness>
- Samiel, Sigal. 2020. “A Canadian study gave \$7,500 to homeless people. Here’s how they spent it.” *Vox* (October 27). <https://www.vox.com/future-perfect/21528569/homeless-poverty-cash-transfer-canada-new-leaf-project>

February 19: Domestic Workers

- Thailand packet on Canvas

Due: Blog post draft

Week 7: Women’s Rights

February 22: Women’s Rights Overview

- Convention on All Forms of Discrimination Against Women (CEDAW)
- Facio, Alda and Martha I. Morgan. 2009. “Equity or Equality for Women? Understanding CEDAW’s Equality Principles.” *Alabama Law Review* 60(5):1133-1170.*

Due: Quiz 3

February 24: Sex Work

- Armstrong, Lynzi. 2019. “Stigma, decriminalization, and violence against street-based sex workers: Changing the narrative.” *Sexualities* 22(7-8): 1288-1308.*
- Solon, Olivia. 2020. “Pornhub crackdown by credit card companies cuts of sex workers’ livelihoods.” *NBC News* (December 15). <https://www.nbcnews.com/business/business-news/pornhub-crackdown-credit-card-companies-cuts-sex-workers-livelihoods-n1251246>

Futher Reading (Not Required):

- Kristof, Nicholas. 2020. “The Children of Pornhub.” *New York Times* (December 4). <https://www.nytimes.com/2020/12/04/opinion/sunday/pornhub-rape-trafficking.html>

February 26: Abortion

- Poland packet on Canvas

Week 8: Documentary

March 1: *She’s Beautiful When She’s Angry*

- Howard-Hassman, Rhoda. 2011. “Universal Women’s Rights Since 1970: The Centrality of Autonomy and Agency.” *Journal of Human Rights*: 433-449.*

March 3: *She’s Beautiful When She’s Angry*

March 5: *She’s Beautiful When She’s Angry* Discussion

Due: Blog post final

Week 9: Children's Rights

March 8: Children's Rights Overview

- Convention on the Rights of the Child (CRC)
- Freeman, Michael. 2000. "The Future of Children's Rights." *Children & Society* 14: 277-293.*

Due: Quiz 4

March 10: Child Labor

- Baradaran, Shima and Stephanie Barclay. 2011. "Fair Trade and Child Labor." *Columbia Human Rights Law Review* 43(1): 1-63.*
- Balch, Oliver. 2020. "Chocolate industry slammed for failure to crack down on child labour." *The Guardian* (October 20). <https://www.theguardian.com/global-development/2020/oct/20/chocolate-industry-slammed-for-failure-to-crack-down-on-child-labour>
- Lal, Neeta. 2020. "The Indian school where students pay for lessons with plastic waste." *The Guardian* (November 25). <https://www.theguardian.com/global-development/2020/nov/25/the-indian-school-where-students-pay-for-lessons-with-plastic-waste>

March 12: Child Marriage

- India packet on Canvas
- Ellis-Petersen, Hannah. 2020. "Covid crisis could force extra 2.5m girls into child marriage – charity." *The Guardian* (October 1). <https://www.theguardian.com/society/2020/oct/01/covid-crisis-could-force-extra-25m-girls-into-child-marriage-charity>

Due: Letter idea

Week 10: Rights of People Who Are LGBTQ+

March 15: Rights of People Who Are LGBTQ+ Overview

- Yogyakarta Principles
- Kollman, Kelly and Matthew Waites. 2009. "The global politics of lesbian, gay, bisexual, and transgender human rights: an introduction." *Contemporary Politics* 15(1): 1-17.*

March 17: Marriage Equality

- Felter, Claire and Danielle Renwick. 2020. "Same-Sex Marriage: Global Comparisons." *Council on Foreign Relations* (June 23). <https://www.cfr.org/background/same-sex-marriage-global-comparisons>*
- Taylor, Adam. 2020. "Hungary approves constitutional change to effectively ban adoption by same-sex couples." *The Washington Post* (December 15). <https://www.washingtonpost.com/world/2020/12/15/hungary-adoption-lgbt-constitution/>

March 19: Rights of People Who Are Trans

- Iran packet on Canvas

Due: Letter draft

Week 11: Rights of Members of Racial Minority Groups

March 22: Rights of Members of Racial Minority Groups Overview

- Convention on the Elimination of Racial Discrimination (CERD)
- Lewis, Hope. 2000. "Reflections on 'BlackCrit Theory': Human Rights." *Villanova Law Review* 45: 1075-1090.
- Thornberry, Patrick. 2005. "Confronting Racial Discrimination: A CERD Perspective." *Human Rights Law Review* 5(2): 239-269.*

Due: Quiz 5

March 24: NO CLASS (RECHARGE DAY)

March 26: Black Lives Matter

- BLM packet on Canvas

Week 12: Rights of Indigenous Peoples

March 29: Rights of Indigenous Peoples Overview

- United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)
- Lightfoot, Sheryl. 2019. "The road to reconciliation starts with the UN Declaration on the Rights of Indigenous Peoples." *The Conversation* (September 12).
<https://theconversation.com/the-road-to-reconciliation-starts-with-the-un-declaration-on-the-rights-of-indigenous-peoples-122305>
- Champagne, Duane. 2013. "UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples): Human, Civil, and Indigenous Rights." *Wicazo Sa Review* 28(1): 9-22.*

March 31: Reparations

- Shelton, Dinah. 2008. "Reparations for Indigenous Peoples: The Present Value of Past Wrongs." In *Reparations for Indigenous Peoples: International and Comparative perspectives*, ed. Federico Lenzerini. Oxford: Oxford University Press.*
- Lenzerini, Federico. 2008. "Conclusive Notes: Defining Best Practices and Strategies for Maximizing the Concrete Chances of Reparation for Injuries Suffered by Indigenous Peoples." In *Reparations for Indigenous Peoples: International and Comparative Perspectives*, ed. Federico Lenzerini. Oxford: Oxford University Press.
- Kaur, Harmmeet. 2020. "Indigenous people across the US want their land back—and the movement is gaining momentum." *CNN* (November 26).
<https://www.cnn.com/2020/11/25/us/indigenous-people-reclaiming-their-lands-trnd/index.html>

Futher Reading (Not Required):

- Charters, Claire. 2008. "Reparations for Indigenous Peoples: Global International Instruments and Institutions." In *Reparations for Indigenous Peoples: International and Comparative Perspectives*, ed. Federico Lenzerini. Oxford: Oxford University Press.

- Lightfoot, Sheryl. 2015. “Settler-state apologies to Indigenous peoples: a normative framework and comparative assessment.” *Journal of the Native American and Indigenous Studies Association* 2(1).

April 2: Forced Sterilization

- Canada packet on Canvas

Due: Letter final

Week 13: Rights of Persons with Disabilities

April 5: Rights of Persons with Disabilities Overview

- Convention on the Rights of Persons with Disabilities (CRPD)
- Kayess, Rosemary and Phillip French. 2008. “Out of Darkness into Light: Introducing the Convention on the Rights of Persons with Disabilities.” *Human Rights Law Review* 8(1): 1-34.*

Due: Quiz 6

April 7: Accommodations

- Lord, Janet E. and Rebecca Brown. “The Role of Reasonable Accommodation in Securing Substantive Equality for Persons with Disabilities: The UN Convention on the Rights of Persons with Disabilities.” In *Critical Perspectives on Human Rights and Disability Law*, eds. Marcia H. Rioux, Lee Ann Basser, and Melinda Jones. Leiden, The Netherlands: Brill.
- Hirschberg, Marianne and Christian Papadopoulos. 2016. “‘Reasonable Accommodation’ and ‘Accessibility’: Human Rights Instruments Relating to Inclusion and Exclusion in the Labor Market.” *Societies* 6(3): 1-16.*

April 9: Access to Healthcare

- Palestine packet on Canvas

Due: Podcast idea

Week 14: Interventions and Advocacy

April 12: Interventions (Responsibility to Protect)

- Peksen, Dursun. 2012. “Does Foreign Military Intervention Help Human Rights?” *Political Research Quarterly* 65(3): 558-571. *
- Inverarity, Calum and James Kearney. 2019. “Recalibrate the Responsibility to Protect.” *Chatham House* (June 12). <https://www.chathamhouse.org/expert/comment/recalibrate-responsibility-protect>

Further Reading (Not Required):

- Beber, Bernd, Michael Gilligan, Jenny Guardado, and Sabrina Karim. 2015. “U.N. peacekeeping and transactional sex.” *The Monkey Cage* (June 16). <https://www.washingtonpost.com/news/monkey-cage/wp/2015/06/16/u-n-peacekeeping-and-transactional-sex/>

April 14: Naming and Shaming

- Murdie, Amanda. 2017 “Shaming and blaming: assessing the impact of human rights organizations.” *OpenGlobalRights* (January 10). <https://www.openglobalrights.org/shaming-and-blaming-assessing-impact-of-human-rights-or/>
- Kumar, Akshaya. 2016. “Confronting the Shameless.” *Human Rights Watch* (December 28). <https://www.hrw.org/news/2016/12/28/confronting-shameless> *
- Neier, Aryeh. 2018. “‘Naming and shaming’: still the human rights movement’s best weapon.” *OpenGlobalRights* (July 11). <https://www.openglobalrights.org/Naming-and-shaming-still-the-human-rights-movements-best-weapon/>

Further Reading (Not Required):

- Murdie, Amanda M. and David R. Davis. 2012. “Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs.” *International Studies Quarterly* 56: 1-16.

April 16: Economic Sanctions

- Zimbabwe packet on Canvas
- Clay, K Chad. 2018. “Can Economic Sanction Activity Improve Human Rights Practices?” *Political Violence at a Glance* (April 20). <https://politicalviolenceataglance.org/2018/04/20/can-economic-sanction-activity-improve-human-rights-practices/>

Due: Podcast draft

Week 15: Wrapping Up

April 19: The Future of Rights

- Petrasek, David. 2018. “Human and non-human rights—convergence or conflict?” *OpenGlobalRights* (December 10). <https://www.openglobalrights.org/human-and-non-human-rights-convergence-or-conflict/>
- Baweja, Sahajveer and Swapnil Singh. 2020. “Beginning of Artificial Intelligence, End of Human Rights.” *LSE Blogs* (July 16). <https://blogs.lse.ac.uk/humanrights/2020/07/16/beginning-of-artificial-intelligence-end-of-human-rights/> *
- Laville, Sandra. 2020. “Air pollution a cause in girl’s death, coroner rules in landmark case.” *The Guardian* (December 16). <https://www.theguardian.com/environment/2020/dec/16/girls-death-contributed-to-by-air-pollution-coroner-rules-in-landmark-case>

Due: Quiz 7

Further Reading (Not Required):

- Bacciarelli, Anna. 2019. “Ethical AI principles won’t solve a human rights crisis.” *Amnesty International* (June 21). <https://www.amnesty.org/en/latest/research/2019/06/ethical-ai-principles-wont-solve-a-human-rights-crisis/>

- Abouharb, M. Rodwan, David L. Cingranelli, and Mikhail Filippov. 2015. “Do Non-Human Rights Regimes Undermine the Achievement of Economic and Social Rights?” In *Closing the Rights Gap: From Human Rights to Social Transformation*, eds. LaDawn Haglund and Robin Stryker. Oakland, California: University of California Press.
- Risse, Mathias. 2018. “Human Rights and Artificial Intelligence: An Urgently Needed Agenda.” *Carr Center for Human Rights Policy*.
https://carrcenter.hks.harvard.edu/files/cchr/files/humanrightsai_designed.pdf
- Teubner, Gunther. 2006. “Rights of Non-humans? Electronic Agents and Animals as New Actors in Politics and Law.” *Journal of Law and Society* 33(4): 497-521.

April 21: Group Work

April 23: NO CLASS (READING DAY)

Week 16: Final Exams

April 30: Final exam period 7:30am-9:30am (PODCASTS DUE)

Course Policies

Students with Disabilities

If you have (or suspect you have) a learning or other disability that requires academic accommodations, you should contact the UF Disability Resource Center (DRC) as soon as possible (<https://disability.ufl.edu/> or (352) 392-8565). To obtain a classroom accommodation, you must first pre-register with the DRC by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to your instructors when requesting an accommodation. I am always happy to make whatever accommodations you may need to be successful in the course.

Academic Honesty

Academic integrity is a core value of institutions of higher learning. All students, upon enrolling, are held to the Honor Pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. 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.’” It is your responsibility to avoid plagiarism, cheating, and dishonesty. The university policy on academic integrity is posted at: <https://archive.catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx>.

To qualify the application of the policy in this course: papers and other assignments should be your own work (though you may ask others for suggestions). Any material drawn from other sources must be properly cited. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to me.

An Inclusive Classroom

Political debates and discussions can become quite heated. This passion is part of what makes the study of politics fun! However, the fun ends where personal attacks and disrespect begin. Creating an inclusive, respectful, and safe classroom environment is integral to the success of this course. To this end, all class members are expected to treat each other at all times with respect, courtesy, tolerance, fairness, and justice.

Communicating with the Instructor

My primary method of communicating with you outside of class time/office hours will be through the Canvas messaging system (which also communicates with your school-assigned e-mail address). You will be held responsible for regularly checking this account. Assignment changes, important dates, and other valuable information may be sent to this account over the course of the term. Please check it daily. I do my best to answer e-mails within 24 hours (but rarely answer e-mails at night or on weekends).

I have posted office hours on Wednesdays from 1 pm to 4 pm. During this time period, you should feel free to come to my virtual office on Zoom (link at the top of the syllabus) and discuss any questions you may have about the class. If this time does not work for you, I am more than happy to set up an appointment.

Late Work

The late submission of assignments will result in a 10 percent reduction in points per day it is late, unless alternative arrangements are made with the instructor. *If you are worried about meeting deadlines or if something comes up, please come talk to me as soon as possible.* I can't help if I don't know what's going on.

Recording

Because of privacy issues, I will not be recording our class sessions. As in a face-to-face class, attendance is expected; when you are absent, you are encouraged to reach out to a classmate to get their supplementary notes on the day's material. As in all courses, unauthorized recording and sharing of recorded materials is prohibited. Please note that Florida is a two-party consent state; it is against the law to record others without their permission.

Cameras On/Off

There will be times in which I request you turn on your camera to help facilitate discussion and active learning. These times will often occur in our group or team discussions. Please feel free to use Zoom's free virtual background feature as desired—no green screen required. Beyond these "camera on" times, I will not require cameras to be on but do encourage you to keep them on if you feel comfortable, as it can help facilitate discussion throughout lecture and help keep us all engaged.

Course Evaluations

At the end of the semester, you will have the chance to provide feedback on the course by completing an online course evaluation through GatorEvals. You will be notified when the evaluation period opens and can complete the evaluation in one of two ways: through the email you receive from Gator Evals or from your Canvas course menu under GatorEvals.

Changes to the Syllabus

The course syllabus is a general plan for the course; deviations by the instructor may be necessary. As such, I reiterate the absolute necessity that you (1) come to class and (2) regularly check your e-mail.

Campus Resources

Technology Resources

The entirety of our course will take place virtually, requiring the use of a working computer and access to audio-visual resources (e.g., webcam, microphones). If you are struggling to use Zoom, please review the UF Quick Start guides (<https://elearning.ufl.edu/zoom/>). There is also information available regarding connectivity issues (<https://elearning.ufl.edu/media/elearningufl.edu/keep-teaching/Connectivity-Options.pdf>).

The UF Computing Help Desk can assist you with any of your technical issues. You can access the Help Desk 24/7 at <https://helpdesk.ufl.edu/>, 352-392- HELP (4357), or helpdesk.@ufl.edu. If you use email, write from your gatorlink@ufl.edu email address or include your UFID and/or GatorLink username (NOT your password!) in the body of the email. Provide complete information regarding the course and content to which you are referring.

Finally, keep in mind that in a pinch you can dial in to our virtual class using your cellphone to participate in class.

Academic Resources

There are many academic resources available to you on campus throughout the semester. These include:

- E-learning Technical Support—Contact the UF Computing Help Desk at (352) 392-4357 or via e-mail at helpdesk@ufl.edu.
- Library Support—Various ways to receive assistance with respect to using the libraries or finding resources.

<https://uflib.ufl.edu/find/ask/>

- Teaching Center—Offers support for general study skills and tutoring. Located in Broward Hall, contact by phone at (352) 392-2010 or make an appointment at (352) 392-6420.

<https://www.teachingcenter.ufl.edu>

- Writing Studio—Help with brainstorming, formatting, and writing papers. Now offering online consultations! Located at 2215 Turlington Hall; contact at (352) 846-1138.

<http://www.writing.ufl.edu/writing-studio>

- Student Complaints

<https://www.sfa.ufl.edu/written-student-complaints/>

<https://distance.ufl.edu/getting-help/student-complaint-process/>

Hardship Resources

Being a student can be hard. Your lives are changing, and college can be a stressful environment. *There is no shame in struggling with this.* If you are feeling depressed or otherwise concerned about your mental health, please reach out to UF's Counseling and Wellness Center (CWC). Their website is <https://counseling.ufl.edu/services/>, and their phone number is (352) 392-1575.

If you are experiencing other kinds of hardship, UF has a number of services that may help. These include, but are not limited to, the provision of food, clothing, professional clothing, and school supplies, described in greater detail below.

- Alan and Cathy Hitchcock Field & Fork Pantry—Provides *free* non-perishable food items, toiletries, and fresh produce with the swipe of a UF ID card for those in need. There is also an online order form.

<https://pantry.fieldandfork.ufl.edu/>

- UMatteR—Links to multiple campus resources for making healthcare appointments, reporting incidents of bias, health promotion services, substance abuse recovery and support, sexual violence response, mental health and academic support, support for students experiencing homelessness, and more.

<https://umatter.ufl.edu/helping-students/your-well-being/>

If you or someone you know is in distress, you can reach out to them either through the website above, at umatter@ufl.edu, or at (352) 392-1575.

- HealthStreet Drive Up Services—Provision of clothing, toiletries, naloxone (Narcan), masks, and medical referrals.

<http://healthstreet.program.ufl.edu/our-community-our-health-2/covid-19-resources/#create-a-page-jump-2>

- More HealthStreet Resources—HealthStreet has also curated an extensive list of resources that you might find particularly helpful for staying safe and healthy during the pandemic, including community resources for medical and social services, financial assistance, food/grocery and medicine delivery services, online exercise resources, mental health resources, recovery resources, support for parents, and suggestions for ways to socialize while physically distancing.

<http://healthstreet.program.ufl.edu/our-community-our-health-2/covid-19-resources/>

- Aid-a-Gator—Provides students with emergency funding intended to “help our students’ need to cover costs related to unanticipated travel, additional technology requirements, or other needs related to an emergency situation.

<https://www.sfa.ufl.edu/aidagator/>

If you have a family member whose financial situation was affected by the Covid-19 crisis, especially through loss of work hours or their job, you can submit a revision petition for consideration of having their income reevaluated. UF is encouraging these students to complete the 2019-20 Financial Aid Revision Petition and the 2020-2021 Revision Petition.

- UF Multicultural & Diversity Affairs—Advocates for an inclusive campus for all students across identities and offers a wide range of services, educational opportunities, learning, support, outreach, and activities to students.

<https://multicultural.ufl.edu/>

For other crises it might be helpful to have the following on hand:

- UF Health Shands Emergency Room/Trauma Center: (352) 733-0111
- Gainesville Police Department: (352) 955-1818 (non-emergency line)

<http://www.gainesvillepd.org>

My (virtual) office door is also always open to you. Please keep in mind that I am a Title IX mandatory reporter.